Golden Sun-Rise
International Journal of Multidisciplinary on Science and Management
ISSN: 3048-5037/ Volume 3 Issue 2 Apr-Jun 2026 / Page No: 169-178
Paper Id: IJMSM-V3I2P120 / Doi:10.71141/30485037/V3I2P120

Theoretical Review

Entrepreneurial Readiness Among Business School Students: A Systematic Review

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Received: 14 May 2026 Revised: 18 May 2026 Accepted: 22 May 2026 Published: 26 May 2026

Abstract - *This systematic review examines the factors influencing business school students' readiness for entrepreneurship. Using three academic databases Scopus, PubMed, and Google Scholar an initial pool of 413 articles was identified. Following the PRISMA protocol, 30 studies focusing specifically on students' readiness to start a business were selected. Data were analyzed through descriptive coding and thematic analysis, yielding ten key themes: business school environment, creativity, entrepreneurial readiness, entrepreneurship education, external environment, prior experience, government support, knowledge, personalities and psychological factors, and barriers to business start-up. The findings reveal that entrepreneurship education and personality/psychological factors are the most dominant elements associated with entrepreneurial readiness. Furthermore, the identified factors are categorized into two main groups: internal factors (e.g., creativity, psychological traits, knowledge) and external factors (e.g., education, environment, government support). The review highlights the critical role of targeted education and personal development in shaping students' entrepreneurial intentions.*

Keywords - *Entrepreneurial Readiness, Business School Students, Entrepreneurship Education, Personality and Psychological Factors, Systematic Review.*

I. INTRODUCTION

The concept of readiness in the business context is inherently tied to the Theory of Planned Behavior (TPB), which posits that attitudes shaped by an individual's experiences and mental state direct their responses to various circumstances [1]. To maintain conciseness, the application of TPB in this manuscript is centered strictly on its core premise: preparedness is inextricably linked to behavioral intention, functioning as the immediate determinant of whether a student embarks on an entrepreneurial endeavour. This concept is particularly relevant when considering the readiness of students to embark on entrepreneurial endeavors. Furthermore, preparedness is intricately linked to intention, a connection supported by the TPB and its predecessor, the Theory of Reasoned Action. Both theories operate on the premise that individuals typically make rational decisions, factoring in available information and consciously or unconsciously contemplating the consequences of their choices. The central immediate determinant of any action is a person's desire or intention to carry it out or abstain from doing so, as posited by [1].

The readiness of students in entrepreneurship still deserves to be studied, especially as higher education faces the strategic challenge of aligning curricula with the demands of Industrial Revolution 4.0 [2]. Most research on entrepreneurship finds that there is still a gap between intention and real action in opening a new business [3]. Related to this, entrepreneurship is one of the pillars of the country's economic development [4]. However, cultivating an entrepreneurial spirit in young people is certainly challenging. Student engagement in economic activities is a key factor in realizing sustainable economic community performance, yet it remains underexplored

[5]. The trend is happening now, and many young people, including business school students, are reluctant to start new businesses or entrepreneurship [6]. This has the effect of decreasing the number of entrepreneurial ratios in Indonesia, as reported on the website page of the Ministry of Cooperatives and Small Medium Enterprises (SME) in 2021 where for Indonesia itself, it is still 2.89%, while the ratio targeted in 2024 is 3.95%. According to the latest data from the Ministry of Cooperatives, SMEs in 2023, the total ratio of Indonesian entrepreneurs is 3.47%. This number is still being pursued to at least become a developed country of around 4% of the ratio of the total population in 2045 [7].

Several business schools across Indonesia have produced a large number of graduates and alumni; however, not all of them are willing to establish new ventures or create employment opportunities. Recent studies indicate that many alumni and business school students remain reluctant to start businesses because of limited capital. They perceive entrepreneurship as highly vulnerable to failure and bankruptcy, which in turn reduces their perceived competitiveness [8]. In fact, concerns about failure can be mitigated when graduates possess a strong understanding of sound business governance. For example, Suseno et al. [9] demonstrated that a governance capability model in family businesses, such as those operating in the land transportation sector, plays an important role in sustaining business continuity. In other words, capital constraints are not the sole barrier; limited mastery of governance practices, technology transfer, and justified knowledge sharing also contribute to the difficulty of new ventures competing effectively [5, 10].

More broadly, a prevailing paradigm in society is that many university graduates, particularly those from business schools, prefer career security and therefore prioritize employment in established companies. By becoming employees, they do not have to bear the risks of business failure [11]. Although this mindset is gradually shifting, it still presents a challenge: prospective entrepreneurs need to understand that business competitiveness strongly shapes strategic decisions, including the possibility of relocation or expansion [12]. As the contemporary era evolves, however, this paradigm is beginning to change. Young people are increasingly recognizing the value of an entrepreneurial mindset and are becoming more willing to initiate small businesses [13]. This transition must be supported by creativity and innovation, which can enhance business value and improve the likelihood of success. Accordingly, educational institutions, especially business schools, need to design entrepreneurship curricula that stimulate creativity and responsiveness to contemporary developments, including digitalization in business such as financial technology (fintech) and social entrepreneurship. In response to the dynamics of the Industrial Revolution 4.0, business schools can no longer ignore these strategic issues in their curricula [2]. In addition, the quality of student engagement and citizenship should be cultivated, as both contribute directly to the future performance of sustainable economic communities [5].

A number of systematic literature reviews have examined the readiness of business school students to engage in entrepreneurship. Carpenter and Wilson [14], for instance, discussed entrepreneurship education programs and highlighted the lack of research establishing causal relationships between entrepreneurship education and entrepreneurial outcomes. They also emphasized the need for a more robust, theory-driven framework to assess the impact of entrepreneurship education and to generate practical insights for teaching and learning in this field [14]. Similarly, [11] found that students' entrepreneurial attitudes are shaped by the experiences and training they receive from an early age. Introducing entrepreneurial skills early can broaden students' understanding of entrepreneurship [15]. This early cultivation of skills is also consistent with evidence showing that the resilience of microenterprises, such as the beef-skin cracker producer "RSD," can be strengthened through carefully planned capacity-building strategies [16].

More broadly, the ability to manage change has become increasingly critical, particularly during crises such as the Covid-19 pandemic, which severely affected the manufacturing sector [17]. Further evidence is provided by Ouragini and Lakhal [18], who studied 285 students enrolled in Entrepreneurship Research and Professional Master's programs. Their findings show that the dimensions of entrepreneurship education, content integration, and collaboration each have a significant and positive effect on students' entrepreneurial intentions, including their desire to become entrepreneurs and their perceived personality traits. The main limitation identified in their study was students' desire to gain more business experience. This personality-related dimension is also reinforced by [19; 28], who confirmed that emotional intelligence, self-efficacy, and team cohesiveness

significantly influence individual performance. Meanwhile, more complex business experiences, such as ambidexterity in joint ventures, may serve as valuable learning opportunities for students in managing the dual imperatives of exploration and exploitation simultaneously [20;23]. However, the limitations of these studies are that they do not sufficiently capture the diversity of factors, major obstacles, and emerging trends in a comprehensive manner. Most of them focus only on selected aspects, such as entrepreneurship education and individual personality traits. Therefore, the present study aims to identify current research trends regarding the main barriers faced by business school students in Indonesia when starting new ventures, as well as the role of curriculum design and entrepreneurship programs within the Indonesian business school education system.

Research Questions:

1. What are the main obstacles for students to start their business?
2. What are the most influential factors that support business school students to start their businesses?

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

A. Readiness Concept Theory of Planned Behavior (TPB)

An essential aspect of the theory of planned behavior, just as the original idea of reasoned action, is the person's purpose to carry out a particular behavior. The motivating elements that affect behavior are presumed to be captured by intentions, which indicate how much effort individuals are prepared to put forth to carry out the behavior. Generally speaking, a behavior should be performed more frequently the more strongly one intends to do it. But it should be evident that only when a behavior is subject to volitional control, or when a person has the free will to choose whether or not to engage in the behavior, can a behavioral purpose be expressed in that behavior [1]).

The theory of deliberate action [10]) regards the three different forms of reaction tendencies as distinct entities referred to as, respectively, belief, attitude, and intention rather than treating cognition, emotion, and conviction as three components of attitude. As intentions and acts follow reasonably from attitudes, so are attitudes said to follow reasonably from people's ideas regarding the subject of the attitude [1;9]. Using the theory of planned behavior, researchers looked at elements that [8; 12;13]. In the entrepreneurial domain, such beliefs are shaped by a range of contextual and individual-level factors. For instance, digital competence and adaptability have emerged as critical antecedents of entrepreneurial intention because they enhance perceived behavioral control and self-efficacy in technology-driven markets [7; 12; 13].

Similarly, the capacity for innovation bolstered by collectivist cultural valuescan predict recovery and growth in industrial estate performance, thereby reinforcing students' confidence that their ventures can overcome setbacks [10; 14]. The broader economic landscape also influences attitudes: the development of halal supply chains and halal tourism contributes to economic growth, creating tangible opportunities that make entrepreneurship appear more viable and attractive [3;15]. Moreover, technological innovation in environmentally friendly building materials fosters positive beliefs about sustainable entrepreneurship by demonstrating feasible, marketable solutions [27].

Even past experiences, such as the strategic adaptations of former migrant workers during the pandemic, illustrate how individuals draw on previous challenges to formulate resilient entrepreneurial intentions [16;20). Service quality and product excellence further shape attitudes toward online business, as consumers' positive perceptions directly translate into stronger purchase intentions, reinforcing the belief that high standards lead to success ([16]). Finally, social and community structures, such as those found in Islamic community sport organizations, can develop value congruent norms that promote entrepreneurial involvement in the value-aligned frameworks ([17]). These multifaceted influences collectively mold the belief-attitude-intention chain, underscoring the need to examine such factors when assessing students' readiness for entrepreneurship.

B. Business School Students

An essential aspect of the theory of planned behavior, just as the original idea of reasoned action, is the person's purpose to carry out a particular behavior. Motivating factors that influence behavior are assumed to be represented by intentions, which reflect the amount of effort people are willing to make to perform the behavior.

Generally speaking, a behavior should be performed more frequently the more strongly one intends to do it. However, it must be recognized that a behavioral purpose can translate into actual behavior only when the behavior is under volitional controlthat is, when an individual possesses the autonomy to choose whether or not to engage in it (Ajzen, 1991). The theory of deliberate action ([10]) conceptualizes the three distinct forms of reaction tendencies as belief, attitude, and intention, rather than reducing cognition, emotion, and conation to mere components of a single attitude. Attitudes are held to follow reasonably from individuals' beliefs about the attitude object, just as intentions and subsequent actions flow reasonably from those attitudes [1] Using this framework, [11] identified factors that facilitated or hindered students' aspirations to become top executives.

In the entrepreneurial domain, such beliefs are shaped by a constellation of contextual and individual-level factors. For instance, digital competence and adaptability have emerged as critical antecedents of entrepreneurial intention because they enhance perceived behavioral control and self-efficacy in technology-driven markets [12, 13]. Similarly, the capacity for innovation bolstered by collectivist cultural values predicts recovery and growth in industrial estate performance, thereby reinforcing students' confidence that their ventures can overcome setbacks [14]. The broader economic landscape also influences attitudes: the development of halal supply chains and halal tourism contributes to economic growth, creating tangible opportunities that render entrepreneurship a more viable and attractive career path [15].

Furthermore, the advent of technology and development of environmentally friendly building materials will reinforce positive attitudes toward sustainable entrepreneurship, as they provide market-oriented solutions that simultaneously ensure economic and environmental sustainability (Mustofa et al., 2023). For example, the experience of adapting to the pandemic situation has been shared by many former migrants, and this experience has been used to guide them to adapt their strategies to be more resilient, which proves that previous challenges are used to inform future entrepreneurial intentions [16].

Attitudes towards online business are also influenced by service quality and product excellence, as positive attitudes expressed by consumers immediately relate to increased purchase intentions, which in turn increases entrepreneurial success [16;20]. Social and community structures, like those modelled in Islamic community sport organizations, can cultivate normative beliefs that encourage entrepreneurial engagement within value-aligned frameworks [17;21].

Extending the lens to organizational behavior enriches the understanding of the antecedents of entrepreneurial intention. High workloads and role conflict can trigger an intention to leave from the job, which can also be a push factor towards self-employment and can emphasize the importance of psychological strength among new entrepreneurs [13;29]. The psychological contracts and knowledge sharing mechanisms have been found to raise the level of employee performance and the competency of innovative thinking and resourcefulness, which are essential in entrepreneurial settings [18;21].

Moreover, learning agility, receptivity and adaptability are crucial psychological assets that enable individuals to flourish in uncertain environments, influencing strongly whether they believe they can cope with the unpredictability of new venture creation or not [20;25]. The nexus of financial inclusion, green practices, and innovation is especially relevant for women entrepreneurs, whose well-being and venture success are significantly enhanced by access to financial services that support sustainable business models [19]. Crisis management and strategic innovation, as exemplified by the dynamic agility orchestration of resources in tourism recovery, illustrate how macro-level resilience strategies can inform an entrepreneurial mindset that embraces adversity as a catalyst for opportunity [7;25].

Meanwhile, humble leadership has been recognized as one of the strategic strengths that promotes employee performance in innovation-driven industries, and therefore, entrepreneurial education can benefit from the introduction of this leadership type in order to develop sustainable entrepreneurship growth [2;5;25]. In the pre-entrepreneurial phase, training by setting up revolving funds to enhance the competitiveness of vocational school graduates has been found to improve professional skills and competence, which in turn helps close the gap between desire and realization of entrepreneurial activities [27; 29].

Ultimately, bridging disparities in educational equity and accreditation systems between urban and rural areas remains a foundational requirement for ensuring that all potential entrepreneurs, regardless of geographical origin, possess the knowledge and self-belief necessary to form positive entrepreneurial attitudes and robust intentions [6;20;28]. These multifaceted influences collectively mold the belief-attitude-intention chain, underscoring the need to examine such factors when assessing students' readiness for entrepreneurship.

C. Entrepreneurship

There are entrepreneurs everywhere. A start-up may exist without its employees working out of a garage. Anyone who works in a start-up a human organization created to develop novel goods and services in the face of great uncertainty fits the definition of entrepreneurship. That implies there are entrepreneurs everywhere, and the Lean Start-up methodology can be applied to businesses of any size, including large ones, operating in any sector or market [20]. Running a business is managing. A start-up requires a new style of management that is specially tailored to its setting of great unpredictability since it is an institution, not just a product.

In a subsequent paragraph, the word "entrepreneur" should be regarded as a job title in all contemporary businesses that rely on innovation for their continued development [20]. Along with wine, mayonnaise, and arrogance, the French gave us the word "entrepreneur." Its origins may be traced back to the French verb "Entreprendre," which means to embark on a new quest. The fundamental measure of an entrepreneur is different from how well they do and how they do so. It takes more mindset than talent to be an entrepreneur. Some gifted business managers have failed because they must still pass the entrepreneurialism test. They were informally known as bureaucrats. The same is true for those who seem to have little aptitude but succeed remarkably well as business owners [23;25]

Extending this perspective, contemporary scholarship underscores that the entrepreneurial mindset is not merely a fixed trait but is continuously shaped by organizational and environmental factors. For instance, [13] demonstrate that the magnitude of digital adaptability directly influences the sustainability and competitiveness of food and beverage small enterprises, indicating that in the modern landscape, an entrepreneur's ability to orchestrate digital resources is as critical as traditional managerial acumen. This aligns with the notion that a new management style for start-ups must embed digital fluidity at its core.

Furthermore, the ability to innovate, supported by collectivist values, has been found to explain the performance of industrial estates during recovery, with entrepreneurial resiliency found to be better where innovation is collectively fostered than where it is pursued individually [14]. In this context, the psychological contract becomes a key mechanism, as do the mechanisms of knowledge sharing. [18] found that nonstandard service relationships, when coupled with robust psychological contracts and knowledge sharing, significantly enhance employee performancea finding directly transferable to the entrepreneurial context where agile, trust-based collaboration can accelerate product development under uncertainty.

These are closely related to the nonstandard service relationships, psychological contracts, and knowledge sharing, which have been found to affect employee innovation performance in the specific context of green manufacturing, further bolstering the argument that the capacity of an entrepreneurial organization to innovate is complex and deeply embedded in its internal social architecture [14; 22;24]. Further, stressors like workload and role conflict are challenges that the entrepreneur faces throughout the entrepreneurial process, and can increase turnover intention, but by understanding these stressors, start-up leaders can design a management system to prevent burnout and to retain innovative talent [23;24].

Lastly, in a fast-changing environment, the ability to learn the quickest and adapt and be responsive to change is no longer a choice but an important part of the entrepreneurial mindset that must be developed to enable an individual to navigate through uncertainties and convert unexpected situations to opportunities [28].Together, these contributions provide a richer understanding of the classic definition of entrepreneurship, embedding it within a broader context of a dynamic ecosystem of digital capability, collective innovation, and supportive psychological environments, which highlights that successful entrepreneurship today is as much about having an adaptive organizational culture as it is about individual daring.

D. Previous study The Readiness of Business School Students toward Entrepreneurship

Any previous research has discussed readiness and intentions in business or careers in the workplace. Research by Flanagan and Palmer (2021) explores the factors influencing undergraduate business students' intentions to become organizational top executives, utilizing the theory of planned behaviour to analyse students' behavioural, normative, and control beliefs about the CEO position. The research concludes that these beliefs are related to intentions and that females hold lower CEO intentions and beliefs which imply that exposure to top executives and experiences may influence these beliefs and intentions (Flanagan & Palmer, 2021).

Another systematic investigation, conducted by Jardim et al. (2021), assessed the efficacy of entrepreneurship education programs (EEP) in cultivating entrepreneurial skills and nurturing an entrepreneurial culture. Encompassing 29 studies across diverse countries and age groups, the review revealed that while EEPs effectively enhanced entrepreneurial competencies such as teamwork, self-confidence, leadership, problem-solving, and innovation they did not significantly increase the inclination to actually initiate a business venture, recommending instead that such programs be introduced early in schooling and that further research solidify the evidence base [21].

Extending this discourse, a growing body of Indonesian scholarship has elucidated additional determinants that operate at both the individual and systemic levels, offering a more granular understanding of entrepreneurial readiness. For example, role conflict and workload in the workplace have been shown to increase work stress and in turn increase turnover intention; this can be a push factor for self-employment and highlights the need to consider not only entrepreneurial intentions, but also adverse employment factors that motivate them [24;28].

At the same time, the quality of psychological contracts and the vibrancy of knowledge sharing practices of nonstandard service relationships significantly influence employee performance [13;17] and innovation performance, especially in green manufacturing settings, in which [19]. These capacities innovation, collaborative trust, and adaptive problem-solving are directly transferable to the entrepreneurial realm, where they can strengthen a nascent venture's capacity to navigate uncertainty.

Furthermore, the capacity to thrive amid unpredictability is increasingly linked to learning agility, a responsive attitude, and general adaptability, all of which are critical for career resilience and entrepreneurial persistence [16;28]. The magnitude of digital adaptability, specifically, has emerged as a linchpin of competitiveness for small enterprises in the food and beverage sector, reinforcing the proposition that contemporary entrepreneurial intention must be underpinned by digital fluency and the ability to orchestrate technological resources (24;28]. Furthermore, the role of collectivistic innovation capacity, which has been found to be a predictor of recovery and continued performance of industrial estate, indicates that innovation is a collective rather than individual effort and that entrepreneurial ecosystems thrive when innovation is developed as such ([14]).

The entrepreneurial mindset is also nurtured through financial inclusion; for female vendors, access to financial services combined with green practices significantly boosts innovation and overall well-being, highlighting the intersection of economic empowerment and sustainable entrepreneurship ([19]). On a macro-scale, crisis management and innovative strategyexemplified by dynamic agility orchestration in tourism recovery, illustrate how entrepreneurial resilience can be systematically developed through resource reconfiguration and strategic foresight (24]. In the leadership level, it is shown that the humble leadership style can be a strategic tool for developing employee performance in innovation-intensive industries, so maybe applying the same humble leadership model in entrepreneurial education and training of venture leaders can also improve the performance of the trainees (Suseno et al., 2026).

Finally, pedagogical readiness is established well before entering the job market: through the development of professional skills in the context of revolving funds, vocational school students can become more competitive and more capable of building the entrepreneurial intentions required for starting a new business [9;10]; and

pedagogical readiness can be achieved without a geographical limitation since programs aimed at addressing educational equity and accreditation disparities between urban and rural areas can support the development of a strong entrepreneurial potential [11]. Together, these multifaceted influences extend the findings of [7;11] by demonstrating that entrepreneurial readiness is a complex construct shaped by psychological contracts, digital capability, inclusive finance, educational access, and culturally embedded innovation.

From the information presented in the preceding research, it can be deduced that there are three primary factors associated with readiness for entrepreneurship, as illustrated in the conceptual framework below:

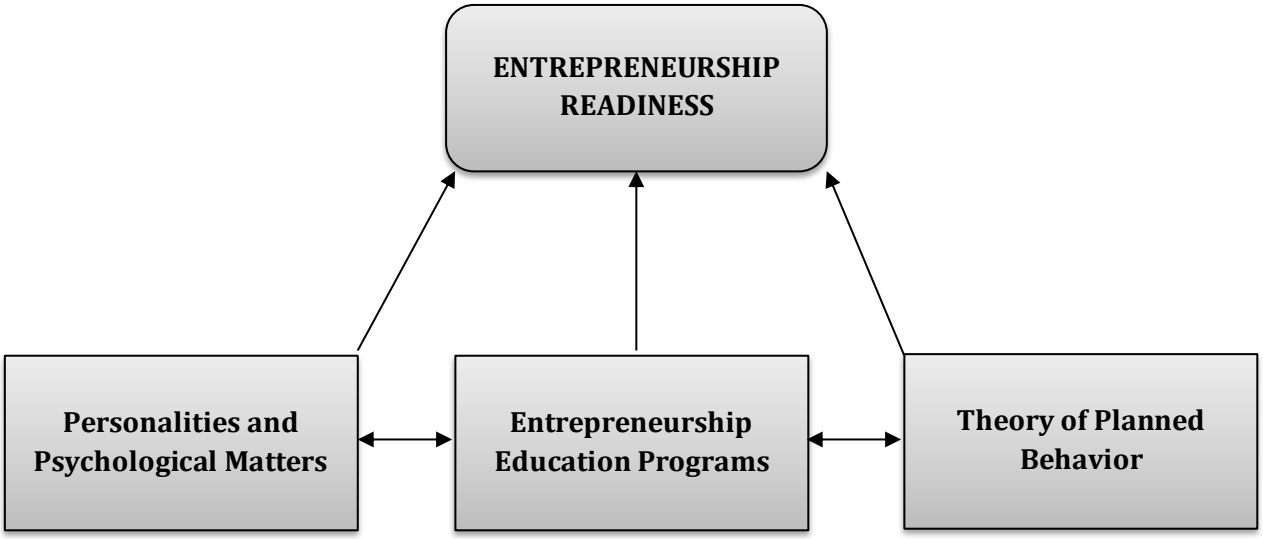

Figure 1. The Conceptual Framework of Obstacles and Influential Factor Based

III. MATERIALS AND METHODS

We will explore the data analysis process through a systematic review, focusing on identifying articles about the preparedness of business school students in entrepreneurship. Systematic literature reviews provide researchers with a thorough knowledge of research methodologies and the ability to locate, assess, and integrate research results [22].

A. Identification of Sources

Data analysis was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol [23]. A strict duplicate removal process was carried out within the initial stages of identification and screening of the 413 records extracted to guarantee the integrity of the dataset. Additionally, the pool of articles was subject to a systematic step-by-step exclusion process to the final 30 articles. To ensure methodological transparency, the following inclusion and exclusion criteria were explicitly applied: only empirical research articles directly related to the readiness of business school students' were included, and the research articles published only between 2008 and 2023 were included. Systematically, non-empirical reports, conference proceedings and literature reviews were excluded, which is visually depicted in the updated PRISMA flowchart. The databases utilized included Scopus, PubMed, and Google Scholar, using search strings such as "(Entrepreneurship and Readiness)" and "(Business School Students and Entrepreneurship Readiness)".

B. Data Extraction and Analysis

In the initial phase of data extraction, the finalized 30 articles were imported into NVivo 12 software for thematic coding. To analyze and categorize the data effectively, we used a descriptive coding strategy [23; 24]. Thematic coding and analytical processes were carried out transparently, where text was sorted by frequency and in relation to its conceptual congruence with entrepreneurial readiness. Inter-coder reliability measures were used to ensure robust coding framework and thematic classification. The Nvivo 12 analytical procedures were cross-checked by two independent reviewers, and when differences arose regarding the rationale for article inclusion or the thematic assignment, this was settled by consensus, boosting methodological robustness. The overarching themes were carefully distilled to represent the core phenomena accurately.

IV. RESULTS AND DISCUSSION

A. Result

An analysis of the 30 selected articles reveals a multifaceted literature base, from which ten key themes have emerged: Business School Environment, Creativity, Entrepreneurial Readiness, Entrepreneurship Education, Environment, Experience, Government Support, Knowledge, Personalities and Psychological Matters, and Problems Starting a Business. Among these, three interrelated areas warrant closer examination. Foremost among these themes is Entrepreneurship Education. The institutions need to develop a holistic curriculum that helps to bridge the gap in education to prepare the students for the realities of entrepreneurial sector [7;12]. By actively cultivating students' skills, knowledge, and mindsets, formal entrepreneurship education profoundly influences their subjective norms and strengthens their resolve to launch new ventures [10].

Closely tied to this educational foundation are Personalities and Psychological Matters. Studies have shown that personal characteristics like self-efficacy; intrinsic motivation, innovativeness, and a proactive personality have a strong positive effect on entrepreneurial intentions [25; 26]. Moreover, research suggests that an aspirant's growth and development desire, creative expression and the utilization of acquired skills from a university are the leading psychological triggers for venture creation.

However, despite these strong motivational drivers, prospective entrepreneurs frequently encounter significant Problems Starting a Business. Unfavorable environmental factors and a deficit in practical skills often impede the transition from intention to execution [27]. Specifically, many students cite that they are not confident enough and have not had enough practical experience to start businesses right away after graduation [28].

B. Discussion

This study conducted a systematic review to determine the factors influencing business school students' readiness to begin a new venture. Among the ten identified themes, Personalities and Psychological Matters (PPM) and Entrepreneurship Education (EE) emerged as the most frequent and significant contributors. In a related vein, [6;7] found that "technology transfer motive influences the strength of relationship" suggesting that individual capability becomes more effective when it is reinforced through structured relational support.

Likewise, [18] concluded that "minority investor is vital in sustaining industrial estate performance" which, by inference, reinforces the idea that performance is strengthened when internal capacity is supported by a conducive external environment. In consumer-oriented settings, [17;18] similarly reported that "good service quality is a determining factor in purchasing decisions", and that "product quality determined and had a significant effect on purchasing decisions" underscoring how external conditions shape the translation of readiness into action.

To maintain optimal coherence and transitional flow, it is crucial to link these internal facilitators with the external barriers identified. The predominant obstacles such as low educational program effectiveness, a lack of practical field disciplines, and insufficient technical skills directly undermine students' self-confidence ([28]). Mitigating these barriers requires business schools to systematically integrate experiential knowledge with psychological resilience training, establishing a rigorous, standardized approach to entrepreneurship readiness.

Elevating the analytical synthesis beyond predominantly descriptive summarizations, the findings reveal that Personalities and Psychological Matters (PPM) and Entrepreneurship Education (EE) do not operate in isolation; rather, they interact synergistically. A deeper comparative synthesis shows that formal educational structures (EE) act as catalysts which activate and refine the individual psychological traits that are latent (PPM). This means that creativity and mental motivation can be present at birth, but they still need to be nurtured through proper instruction and coaching in business education to become entrepreneurial readiness. To maintain optimal coherence and transitional flow, it is crucial to link these internal facilitators with the external barriers identified. Mitigating these barriers requires business schools to systematically integrate experiential knowledge with psychological resilience training, establishing a rigorous, standardized approach to entrepreneurship readiness.

V. CONCLUSION

This review addresses the persistent gap between entrepreneurial intentions and actual start-up behaviors among business school students. By synthesizing 30 empirical articles, ten prominent themes were identified, with Entrepreneurship Education and Personalities and Psychological Matters at the forefront. This systematic review offers a distinct theoretical contribution by explicitly establishing that entrepreneurial readiness is a multidimensional, composite construct, inextricably linking institutional education frameworks with internal psychological fortitude. The theoretical significance of this study lies in differentiating concrete readiness from generalized, passive entrepreneurial intentions.

Practically, these findings carry profound implications for entrepreneurship education and broader higher education policy. Business school administrators and policymakers are explicitly urged to recalibrate curricula, moving beyond traditional theoretical pedagogies to embed experiential learning and resilience-building modules. Such integrated, policy-supported approaches are critical for bridging the action gap, empowering students to navigate real-world barriers, and cultivating robust entrepreneurial ecosystems capable of meeting contemporary economic demands. While this systematic literature review contributes valuable insights, future empirical research expanding the sample size across diverse global contexts is recommended to further solidify this theoretical framework.

Acknowledgment

The authors acknowledge the use of artificial intelligence (AI)-assisted tools solely for improving the quality of the English language and enhancing the readability of the manuscript. Furthermore, this manuscript has not been previously published and is not currently under consideration or submitted to any other journal.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, and authorship.

Research Funding

The authors received no financial support for the research, authorship and/or publication of this article.

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